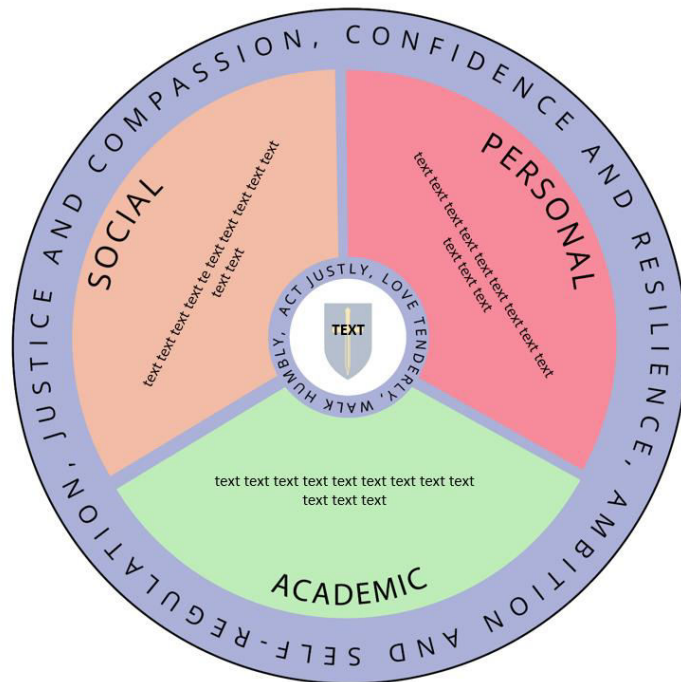




BEHAVIOUR AND RELATIONSHIPS POLICY

June 2022

Version 2



Next review June 2025

Aims:

St Michael's Catholic Academy is a Catholic learning community.

As a Catholic community, we should all endeavour to adhere to the following core Catholic Values of the Academy by demonstrating respect, tolerance, forgiveness and justice in all our relationships with students, parents and staff. As staff, we should endeavour to model excellent behaviour and attitudes in order to ensure a safe, calm and caring environment where everyone is recognised as being made in the image of God and can thrive.

Core Principles:

- Students have a right to attend academy in safety and to learn without disruption.
- Teachers have a right to work in an environment that empowers them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable and are the responsibility of all staff.
- Staff and students should be courteous and respectful to each other at all times.
- Achievement and endeavour should be recognised and rewarded – these are effective methods of motivating students to strive to be the best they can be, both in terms of behaviour and academia.

Spheres of Responsibility:

The Role of Teacher - "Engagement and Excellence"

"Our teachers will show passion for their subject, make it accessible for all and manage the behaviour in their classroom."

Key duties:

1. Register students in formal manner
2. Building positive relationships with students and issuing rewards.
3. Mark books and give high quality feedback
4. Follow Academy homework policy
5. Log homework issues in Class Charts and set detentions
6. Log behaviour issues in Class Charts and set detentions
7. Refer issues of concern to their CL

The Role of Tutor - "Relentless Routine"

"Our tutors will be the cornerstone of the pastoral system and be the champions of our students."

Key duties:

1. Register students in formal manner
2. Building positive relationships with students and issuing rewards.
3. Pray daily with their form group
4. Support Chaplain with form worship
5. Log uniform and equipment issues in Class Charts and set detentions
6. Log parental contacts as Notes in Class Charts and set detentions
7. Refer issues of concern to their PLM/APLM

The role of all staff members

- All members of staff are expected to challenge unacceptable behaviour. If a member of staff observes a student behaving in a poor or disrespectful

manner in the academy and at social times, they must first challenge the student and then refer the matter to the relevant PLM. A suitable sanction will then be imposed.

Expected Behaviour:

It is up to ALL staff to ensure that standards are maintained consistently. When standards are not met, it is the responsibility of the teacher to deal with incidents that occur. This is not intended to be an exhaustive list.

- RESPECT is at the heart of all that we do at St Michael's – therefore, students will treat other people, their work, their equipment and the academy environment with respect. The behaviours we expect are fundamental to effective relationships and create a positive and effective learning environment.
- Students will wear uniform appropriately and smartly. They will also not wear non-uniform items of clothing or jewellery - one pair of simple gold or silver stud earrings are permitted. No other piercings are allowed.
- Students will be allowed to wear a discreet amount of make-up. Students will be asked to remove excessive amounts of make-up. False nails and coloured nail varnish are not permitted. Students may wear clear nail varnish.
- Students will arrive to lessons on time.
- Students will enter the classroom quietly.
- Students will stand when another adult enters the room and will greet them politely.
- Students will come to lessons prepared and equipped for the lesson with planner, pen, pencil, etc and any additional equipment required for that subject. Students are expected to work hard in lessons to make as much progress as they can in order to reach their targets and fulfil their true potential.
- Students will not leave lessons unless under exceptional circumstances and only if they have a note or a pass. Staff will be issued with an up to date list of students with medical passes and time-out cards for reference. This will be included in the Student Update.
- Students who are out of class, for whatever reason, must have a note in their planner or a teacher pass.

The role of the PLM

PLMs are responsible for the day to day management of their individual year group and play an important role in promoting the values that we hold as a Catholic academy.

- Promoting and exemplifying the Catholic ethos of the academy through their behaviour and the use of prayers in assemblies.
- Directing and monitoring use of form time
- Monitoring of prayer in tutor time
- Delivering celebration assemblies and assemblies that have our Catholic ethos at their heart.
- Manage their team of tutors to ensure high expectations are set and met.
- Communicate regularly and effectively with their tutor team and with SLT.

- Deal with issues that are referred to them by their tutor team in a timely manner, preferably on the day of the referral.
- Contact parents in a timely manner to discuss any concerns that arise in academy, preferably on the day that the issue arises.
- Record achievement and behaviour issues on Class Charts.
- Monitor Class Charts for behaviour issues.
- Maintain high expectation with students by discussing progress, behaviour and achievement with individual students on a regular basis.
- Monitor the checking and signing of planners by form tutors.
- Record all contact with home as a note on Class Charts.
- Feedback details of contact to PLL on a fortnightly basis using the Pastoral Return.
- Support maintenance of Early Help documentation.
- Liaise with Attendance team.
- Work closely with Vice Principal and Assistant Headteacher with Behaviour and Rewards.
- Assist with the facilitation of student voice and leadership within their year group.

The role of the Curriculum Leader

- Promoting and exemplifying the Catholic ethos of the academy through their behaviour within their departments.
- Maintain a presence around classrooms in their departments throughout the course of the academy day.
- Drop into identified classes with students who have behaviour issues on a regular basis.
- Act in a timely manner to deal with issues referred to them and more serious issues that arise, preferably on the day the issue arises.
- Communicate regularly and effectively with PLMs and teachers to manage behaviour issues, identify appropriate strategies and discuss policies.
- Communicate regularly and effectively with parents regarding students who are persistently disruptive or under-achieving in their subject.
- Identify staff who need support with following procedures to ensure that there is a positive attitude to learning from all students.
- Ensure that break or lunch detentions are supervised appropriately and record any students who do not attend. Refer those who do not attend to Academy detention.
- Be on call to deal with behaviour issues within the department when required. Provide support and remove students from lessons should it become necessary to do so. Students will then be either reinstated in their lessons or directed to work elsewhere within the department.
- Record all contact with home on Class Charts.
- Inform parents of issues regarding inappropriate behaviour and record contact.
- Devise departmental 'Matrix' system to support behaviour.
- Ensure consistency with behaviour within the department and addressing issues that affect learning and behaviour.

The role of the SLT

- Promoting and exemplifying the Catholic ethos of the academy through their behaviour and the use of prayers in assemblies.
- Maintain a presence around academy in corridors and classrooms through the course of the academy day.

- Develop staff training with regards to behaviour, restorative justice and the use of CLASS CHARTS and CPOMS.
- Drop into identified classes with students who have behaviour issues on a regular basis.
- Develop and support the Head Boy/Girl and prefect systems to ensure student leadership is recognised as an important part of academy life.
- Act in a timely manner to deal with issues referred to them and more serious issues that arise, preferably on the day the issue arises.
- Communicate regularly and effectively with PLMs and CLs to manage behaviour issues, identify appropriate strategies and discuss policies.
- Identify staff need support with following procedures to ensure that there is a positive attitude to learning from all students. Identify relevant training suitable for individual staff, and suggest and model behaviour management strategies if necessary.
- Ensure consistency amongst all staff and across the whole academy.
- Ensure that whole-academy detentions are supervised appropriately and record any students who do not attend.
- Be on call when required. Provide support and remove students from lessons should it become necessary to do so.
- Deliver assemblies to whole academy which inform students of new procedures and reflect Catholic ethos and expectations of standards in the Academy.
- All contact with home needs to be recorded in Class Charts or CPOMS where necessary.

Role of Parents/Carers

- Parents are vital stakeholders in the whole process and should familiarise themselves with the Student Rewards and Behaviour Policy.
- By signing the parent contract within the student planner at the beginning of the academy, parents are agreeing to the processes in academy to ensure excellent attainment and behaviour.
- Parents also have a responsibility to monitor the online behaviour of their child and ensure that they do not misuse technology.
- Parents must ensure that their child is wearing the correct academy uniform and inform the relevant PLM if there is a reason why they are not wearing an item of uniform at any time
- Parents are responsible for giving the academy updates on their child's absence. They should inform the academy on the first day of the absence and give subsequent, and timely, updates.

Rewards:

Our rewards system is intended to recognise progress, attendance and achievement, promote positive behaviour and motivate students to achieve success. It is important that all staff are responsible for monitoring achievement and celebrating success by recording details on Class Charts and in the student planner. This will ensure that we establish and maintain a culture in which praise and recognition are the foundations on which we build a successful learning community.

Level	Exemplar behaviours	Rewards
1	<p>Excellent classwork/homework</p> <p>Actively engaged, being on task,</p> <p>Participation in extra-curricular activities e.g. clubs</p> <p>Hard work, resilience, effort, perseverance, etc</p>	<p>Verbal praise / phone call home/ note in planner</p> <p>Positive written feedback in ex. books.</p> <p>Achievement points awarded on CLASS CHARTS.</p>
2	<p>Consistently good classwork across a number of subjects.</p> <p>Participation in extra-curricular activities e.g. clubs</p> <p>Helping with displays or assemblies.</p> <p>Representing the academy in sporting or other activities.</p> <p>Helping out at parents evenings/options evenings/etc</p> <p>100% attendance per half term</p>	<p>Phone call home by form tutor/ note in planner</p> <p>Certificate of commendation</p> <p>Achievement points awarded on CLASS CHARTS.</p> <p>Postcard home from subject teacher.</p> <p>Golden Tickets</p>
3	<p>Sustained and outstanding demonstration of the 5 core values.</p> <p>Carrying out the duties of Head Boy / Head Girl responsibly.</p> <p>External recognition of sporting success/involvement in national competitions</p> <p>Consistently representing the academy as part of an academy team/choir/orchestra.</p> <p>Charity work and Catholic Life</p> <p>100% attendance per year</p>	<p>Phone call by PLM</p> <p>Letter of commendation</p> <p>Pupil award in year group assembly.</p> <p>Letter of commendation from SLT</p> <p>Recognition in end of term assemblies</p> <p>Lunch with Head of academy</p> <p>Letter of commendation by Head of academy</p>

Golden Ticket – Raffle tickets

- All staff should carry Golden Tickets with them. They are also able to award them electronically in Class Charts.
- Students can be given a raffle ticket for any example of expected behaviour – from good work, extra effort, outstanding homework in lessons to excellent attendance, holding open a door, picking up a piece of rubbish as they pass, being helpful to their peers, waiting patiently and politely in the dinner queue, etc.
- Students write their names on ticket and post it to the 'Golden Ticket' box for each year group which will be held by each PLM.
- PLMs will print out a list from Class Charts of all Golden Tickets awarded electronically.

- A draw will be held at the end of each half term and a prize awarded – these could range from Amazon vouchers, book token, cinema ticket, etc.

Golden Stars

- Three Golden Tickets will be selected during the end of term Achievement Assemblies. The winning three students per year group plus a friend are entitled to go straight to the front of the break and lunch queue. They also have priority access to PCs during these times.

Additional Rewards

- At the end of the term, students from each year group will be selected for an end of term prize.

Attendance Rewards

- At the end of each term, all students from each year group with 100% will receive a Certificate of Commendation
- Each student with 100% attendance will automatically be entitled to 10 Golden Tickets to entered into their specific year group's box ahead of the end of term draw during achievement assemblies.
- Vouchers will be awarded per term.

Examples of interventions before taking the PCR steps:

Differentiation...Relocation...One-to-one...Time-out pass...Use of PSA...Refer to SENDOC...Extension...Reinforcement...

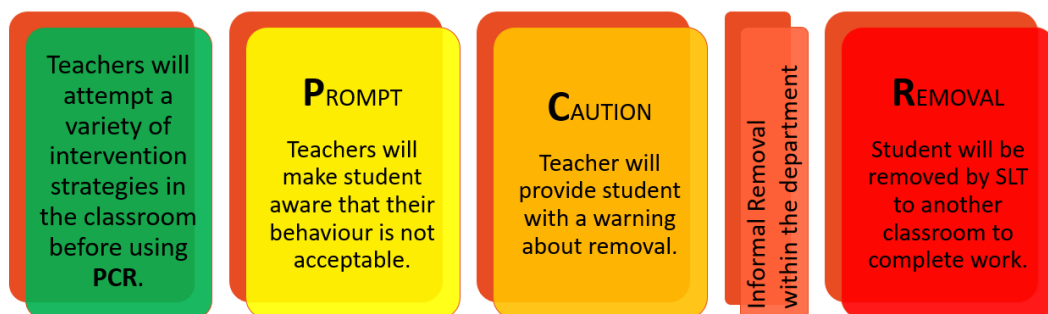
Reminder...Pause...WITHITNESS...Seating Plan...Feedback

Lack of challenge...Planning...Safeguarding...Praise...Modelling...Use of planner...Voice control...Literacy...Marking...Questioning...Routine...Group work...Consequences...Volume

Positive relationships...Use of Language...Minimise Confrontation...Tactical ignoring...Proximity...Tactical pausing...Diversion...Non-verbal cueing...Assertive comment direction...Direct choices...Rewards...Giving notice...Deadlines...Use of tone...Support...

Timing...Humour...Avoid embarrassment...Consistency...‘Working off’ a consequence (e.g. detention)

How do we deal with disruptive behaviour in St. Michael's Catholic Academy?



How do we use Restorative Justice?

- Positive relationships are key to our behaviour system in the academy.
- Restorative meetings will be held before a student re-enters the lesson.
- Students who are involved in any form of bullying will be involved in the restorative process.
- Parents and carers will be invited to engage with restorative justice.



The Emmaus Centre

As a community we need to show empathy towards those in need and we should provide support for those who need extra support. The Emmaus Centre is intended to be an area of intervention for those students who are removed from or unable to attend lessons for any reason and who need some help or someone to talk to during lessons and throughout the academy day. Students will be referred to the Emmaus Centre for the following reasons:

- removed from a lesson by the 'On Call' staff following a Matrix Removal.
- have specific emotional needs and feel that they need some time out of lessons for reflection
- have specific social issues that need to be addressed before they return to lessons such as incidents with friends or bullying
- are having difficulties at home and who need time to process those issues without having to explain them to friends.
- Is experiencing a combination of the above factors which are causing a barrier to their behaviour for learning.
- Has been directly referred by the named person(s) in the academy.

The Emmaus Centre is sometimes simply a place for pupils to think and reflect. However, it is also a place that can provide or arrange extra services such as mentoring, parental discussion, strategies to support pupils through difficult times. The underpinning Virtue for this aspect of academy vision is '**FORGIVENESS AND COMPASSION.**' It is paramount that The Emmaus Centre is a consistent and caring environment "where there is special care for those most in need."

Members of staff must refer to SLT and Mrs McClure for guidance before placing a child in the Emmaus Centre.

The role of Emmaus Centre Manager:

- To facilitate restorative meetings as directed by SLT or requested by PLMs
- To lead on Thrive interventions
- To oversee the day to day management of behaviour data.
- To maintain and share all relevant information to staff.
- To collate work for removed students.
- To provide restorative work for students as directed by PLMS.
- To log all interventions, meetings and referrals

The Veritas Centre

The Veritas Centre is managed by Mr Gregan and all referrals will be made through Mr Scott. The driving virtue behind the Veritas Centre is '**JUSTICE.**' The role of the centre within the academy behaviour system will be as follows:

- Students will be internally excluded for Tier 3 behaviours
- Students from partner schools can be isolated as a further intervention.
- Students may be reintegrated following an FTE
- All students work in silence on desks provided unless directed otherwise by Mr Gregan
- Mobile phones will be handed in on arrival.
- Alternative breaks will be allocated.
- Potential alternative day times may be allocated.

- After school detentions for flight/truancy issues.

Academy Detention System:

- There are detentions at lunch and after school daily for serious behaviours and lateness.
- Teachers are expected to ensure their students have arrived at the location. They should leave appropriate work for the student to do.
- A member of SLT and PLM will also be there.
- Once students have been accounted for, there will be no need for all staff to be there.
- Mrs McClure and Mr Lawrence will be responsible for the administration of the system.

Procedure for Lateness:

Student and staff punctuality are paramount to learning in this Academy. It is integral to our whole academy ethos of RESPECT.

- Students are expected to arrive in academy before 8.50am.
- Tutors will register Students at 8.55am.
- Tutors will record any student late during registration - tutors need to demonstrate professional judgement and take extenuating circumstances (like a late bus)
- Students who arrive late without a valid reason will receive a detention (lunch for KS3 and after school for KS4)

Expected behaviour for indoor break and lunch:

- Students to show respect for the form room and fellow students. All students to stay seated and not move their chair to another location.
- Strictly no eating or drinking in the rooms.
- Students do not loiter on the corridors or staircases. Students are not permitted to use any of the stationery or equipment in the classroom.
- Students are not permitted to move around the Middle or Top floor or change rooms.
- Students are not permitted to access the PC in the room.
- Any damage or poor behaviour will result in a detention or exclusion.

Arrangements for lunch time:

- Students to go outside
- Zones will be used only when the weather is extreme.
- Students on school meals and packed lunches eat together during their designated time.
- Students only join queue when it is their year group's time.
- Keep the canteen tidy.

- Leave as soon as you finish eating.
- There is a designated rolling rota for year groups

Students are reminded that outstanding behaviour is expected for an outstanding new Academy. They have been asked to respect their surroundings as well as respecting each other. Moreover, the students have been asked to report any damage which they encounter to a teacher immediately.

Incidents off-site:

Under the Education and Inspections Act (2006), the Academy has the right to exercise discipline beyond the Academy gates. This includes behaviour on Academy activities such as Retreats, educational and sporting events. This also includes behaviour to and from academy, behaviour on the buses and behaviour when wearing the Academy uniform in a public place.

Incidents involving technology:

Students are allowed to access their mobile phones outside the Academy building before school, at break and at lunch. However, mobile phones are not permitted to be used inside the academy building and **MUST** be switched off when students are in the building. Phones must remain in blazer pockets or school bags. The use of defamatory or intimidating messages or images inside or outside of the Academy will not be tolerated. This includes messages, images or incidents that take place over Facebook, Twitter, Instagram and all other social media platforms. The Head of School may also involve the Police as required.

Mobile Phone Policy:

Students are allowed to use their mobile phones outside at the following times:

- Before school
- During break time
- During lunch time
- All mobile phones need to be switched off when in the academy building and placed in bags or blazers.
- Students are not permitted to use phones for any reason in class.
- Students will face a sanction if the policy is not followed.

Bullying:

‘We believe that God has created each person to celebrate life to the full’

Bullying can take many forms including verbal, physical, psychological and cyber. All of which are not tolerated in or outside academy. Every member of staff has a responsibility to play a role in the safety and well-being of every student in the community. There many examples of bullying:

Bullying can be (in no particular order):

Being unfriendly, name-calling, use of violence, racial or sexual comments, homophobic comments, spreading rumours, teasing. web-based (such as email, social network sites such as Facebook, snapchat, twitter, internet, chat room), text messaging & calls, socio-economic background, educational ability (GAT, SEN)

Searchlight Council – the academy has over 120 ambassadors who have been trained to identify types of bullying and how to tackle it. At their core, is a council of two members per year groups who meet with SLT/PLMs regularly. Additionally pupil voice is used to inform about bullying to ensure that a full picture is apparent to pastoral staff.

All instances will be reported to PLMs same day. Students found to be involved in bullying will be given internal exclusion. In extreme cases, the Head of academy may choose to judge a fixed term exclusion more appropriate. Further detail is given in the academy Anti-harassment and Bullying Policy.

All racist or homophobic incidents are also logged. This document is shared with the governing body and local authority. Police involvement may be considered by the Head of School.

The Academy follows the Carmel Trust Radicalisation and Extremism Policy.

Confiscation of inappropriate items:

The academy follows the DfE guidelines on legal provision for academies when dealing with confiscation of items from students:

“1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully confiscated item and the academy behaviour policy may set this out; and

2) Power to search without consent for “prohibited items.”. The legislation does not describe what must be done with the knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the academy rules which has been identified in the rules as an item which may be searched for.”

(Behaviour and discipline in academies: Advice for headteachers and academy staff, February 2014)

SLT may search students and confiscate any items under the above guidelines. A log will be made of incidents and details provided of any items retained. Parents will be informed of the details of any search conducted.

The following members of staff are members of the Safeguarding team:

Mrs Claire Carey (Designated Lead)

Mr Marc Scott

Mrs Abbs

Mrs Jackson